



Process for learner centred, competence-based and effective coaching clinics in coach education

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<p>This thesis has been commissioned by the Haaga-Helia UAS, Degree programme in sports coaching and management with a goal to improve the learning process of two courses Coaching practice 1 (5ECTS) and Advanced coaching practice 1 (5ECTS) that focuses on strength and conditioning themes and training methods.</p> <p>The development process has been done mainly during the academic year 2020-2021 when the author was working as a trainee instructor in the programme.</p> <p>Literature used in this thesis is focused mainly on the sports coaching and learning theories and design, as the main objective of the thesis is to develop the existing learning environment and improve the student outcome on strength and conditioning and coaching skills.</p> <p>As the final product this thesis is the learning process, evaluation and reflection methods and materials that are in use in the form of two courses in the degree programme in sports coaching and management.</p>
<p>Key words Coaching clinic, Learning design, Experiential learning, Peer learning</p>

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1 Introduction to the thesis

This thesis is written for Haaga-Helia University of applied sciences degree program for sports coaching and management. The aim of the thesis is to build 20 ECTS practical coach education studies for the program. The practical coach education has been a part of the program for years before, but student and teacher feedback has shown an increased demand to improve the process.

During the recent years students in the degree program of sports coaching and management (DP) have been studying intensively on the campus for two years before the final year in work placement. During those two years DP students engage in practical coaching through strength and conditioning and sports clinics where they educate and coach fellow students with peer learning methods.

The process of the strength and conditioning clinics in a nutshell is as follows, first year DP students select their topics from a topic list which varies in the range of evidence-based themes from common approaches of sports conditioning. After selecting the topic, students plan and facilitate an education and session to their peers. The session consists of a review of the theory, a practical session, and a feedback session. The second-year process is similar with the difference that the topics are selected to support deeper learning of strength and conditioning. Every student facilitates 2 – 3 clinics each year.

Sports clinics follow-up the same pattern, but the themes are more sport specific training sessions of students' own sport or sport of interest. In a sports clinic, students facilitate a training session from the conditioning or technical and tactical perspective of the sport. First year and second year students are mixed in the program to sports clinics based on their own sport, Ice hockey or other sports. Few years earlier the selection was team sports and individual sports.

My personal interest to develop this learning process with the programme started during my second year of studies, when I was participating the process and made observations myself about the learning and had discussions with my peers about the clinic -sessions and what we didn't like about the learning process as learners.

2 Haaga-Helia Degree Programme in Sports Coaching and Management

Haaga-Helia is a university of applied sciences, with headquarters located in Helsinki, Finland. Haaga-Helia is the biggest UAS in Finland with 11 000 students, 650 experts and 5 campuses (Haaga-Helia). Degree Programme in Sports Coaching and Management, where this thesis is made, is in Vierumäki campus in Heinola, Finland. The program offers a bachelor level degree for its graduates and has been active for twenty years starting in the academic year 2001-2002. It was founded for the need to have an international coach education program with students from all over the world. During these 20 years the program has had cooperation with IIHF, FIHA, FOC, Sports institute of Finland and many other sports associations. In the program, students have diverse backgrounds from different cultures and different sports. Main sport represented in the program is ice hockey with approximately 60-70 % of students and other sports are varied from team-sports to individual sports. With cooperation with the Sports institute of Finland, students are exposed to different learning environments in different projects and processes with working-life partners.

2.1 ICCE Full endorsement

In spring 2021 the Degree Programme in Sports Coaching and Management received the full endorsement for the program from the International Council of Coaching Excellency (ICCE) audition with the results that the program meets the ICCE standards in sports coaching education. ICCE's mission as an organization is to lead and develop sports coaching globally. (ICCE, 2021)

2.2 Campus area of the Sports Institute of Finland

The Vierumäki campus area of the Sports institute of Finland offers modern infrastructure for learning and training sports. Facilities have lots of classrooms, many different indoor facilities to train ball sports (tennis, futsal, floorball, basketball, badminton, tennis, padel), gymnastics, multiple gyms, track and field and swimming. The facilities also have a modern testing laboratory and equipment for athletic performance testing. Two ice rinks offer possibilities for ice hockey and figure skating (Vierumäki). Facilities offer a good physical environment to train for sports and to educate sports coaching professionals.

3 Learning design

“Learning Design is offers processes, tools and models, which can be used to improve learning experiences offered to students.” (Aaltonen, 2019)

Learning design can mean many things, just like service design, but in this thesis is used to describe the whole of different tools and methods used in the process to create the learning environment for the students. The key aspects of learning design in this thesis are the learning process, learning outcomes, assessment, learning environments and continuous assessment in the form of feedback and reflection. With this process the students will have series of learning actions. (Aaltonen, 2019)

3.1 Learning environment

The learning environment and pedagogical approach to this process focuses on peer learning, student-teaching, experiential learning. With designing the course to simulate working life experiences and problem solving, utilizing these pedagogical methods, the students can experience the learning from many different angles and will have feedback and assessments from more than one teacher during the process. There are many different pedagogical approaches that could be utilized in this kind of process, but the selected approaches come from the original idea and nature of the coaching clinics, which has still stayed as the same. During this development process different parts of the structure and learning methods has been tuned to enhance the learning experience. Planning, collaboration, and reflection are emphasised a lot more in the final process than it was before.

3.2 Competence-based curriculum

The Degree Programme in Sports Coaching and Management offers students competence-based studies, with the working-life skills needed in the sports and leisure industry. (Haaga-Helia, 2021)

Foundation for the competence-based curriculum are working-life activities and phenomena. It relies on the of the idea that the students' competency consists of the knowledge, skills, and abilities to transform them into action in working environment. In the centre of the idea is to acknowledge existing and new competencies and the students' ability to demonstrate those competencies. Competencies are not only learned through formal learning processes, but also informally through different areas of life. In this

approach the teacher's role is transformed from the traditional teaching to a facilitator who supports the learning. It is also highly student-centred approach where the student's learning and outcomes are in the middle of the process. (Laajala, 2019)

3.3 Competence framework

What Haaga-Helia UAS and I want to achieve as the result of this thesis is a structured learning process for the strength and conditioning in a practical training environment. Sports coaching clinics also benefit from the ideas gathered during this thesis process, but they are not officially presented in this report.

The purpose for every course in the program is to increase the competence of the learners. This process ensures the competence development of the learners with well selected learning themes from the strength and conditioning training, where students are given problem solving tasks from practical coaching situations, and they approach the tasks by using evidence-based sports science theories as justification of their training implementation.

The ICCE (International council of coaching excellence) has defined six primary functions for a sports coach. The functions are:

- Set vision and strategy
- Shape the environment
- Build relationships
- Conduct practices and prepare and manage competitions
- Read and react to the field
- Reflect and learn

These primary functions are described with detailed skills / actions that a Bachelor -level coach should acquire during the studies. (ICCE, 2016)

The project group of European sports coaching framework in 2017 described the ICCE's competencies with a clear figure (Figure 1). The main competencies are stacked as a pyramid, with the emphasis of the vision and strategy as the main foundation of the coach's competence and the coach's desire to learn continuously while reflecting own actions to support the four main blocks is on the left side of the pyramid. *"All coaches—regardless of experience—should be aware of and strive to fulfil these primary functions."* (Lara-Bercial et al 2017)

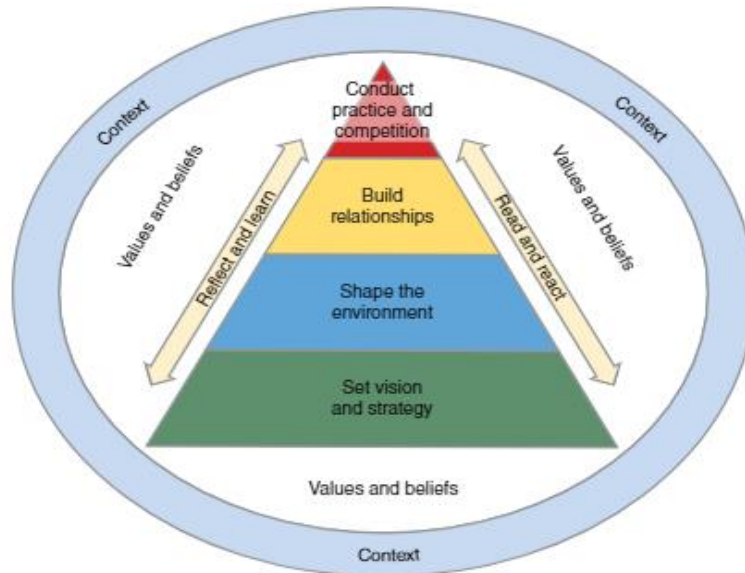


Figure 1. The primary functions of the coach (Lara-Bercial et al 2017)

In the context of the Sports coaching and management program these primary functions and aim to develop all the students (coaches) in these areas are present on multiple courses throughout the studies.

In the process of Coaching practice 1 and Advanced coaching practice 1 -courses, which are the main courses for the coaching clinics, these six functions serve as foundation of the learning process to guide the student's competence in the context of strength and conditioning with focusing on the learning, reflecting, and conducting practices.

4 Starting the process

My interest to develop the process of practical coaching competence arose when I was studying my second year in the DP. As part of another course sports organization development task, I wanted to gather information from the DP students about the ice hockey coaching clinics. From that feedback I selected, in my opinion, a couple of the most important development areas and I facilitated a workshop with the first year DP students, where we started to solve those development areas together. From that session the result was a lot of ideas and actions to improve the process to support the learning experience. In the workshop we used the “five why” RCA (Root cause analysis) to dig deep into the problems that students had set the most important and when identifying the root causes, we started to figure out solutions to the problems with the students. From that workshop, first development ideas were taken into action immediately bolded in the table, and some others after preparation from the start of the 2020 autumn semester. (Table 1) This has been the launch to develop the coaching clinics in the program.

Table 1. Results of clinic development workshop 2020

Feedback / problem	Suggested causes	Solution suggestions
Superficial feedback	<ul style="list-style-type: none"> • People like to please, because they are giving feedback to friends • Cultural differences -> constructive feedback is not seen as supportive • Lacking experience in giving constructive feedback 	<ul style="list-style-type: none"> • Support questions used in feedback (time efficiency, drills vs topic, coaching etc.) • Group discussions in small groups before giving feedback to the coach • Two different groups set up before the ice: One focusing on the sport specific, other one to coaching skills • Coach giving the group clear objectives of the session -> feedback about those objectives • Preparing students more with feedback giving / receiving skills (what to expect?)
Too much focus on doing sports instead of teaching it	<ul style="list-style-type: none"> • Unclear to students how the process works and what are the expectations of the session (Clinic or team training) • Late preparation from the coach in charge of the session -> Doesn't give too much time for the teachers to help the coach • Too many topics selected from the "comfort-zone" 	<ul style="list-style-type: none"> • Early preparation from the students -> enough time to go through the session and objectives with the teachers • More variation in the topic selection -> More different areas of the sport covered • Varying the theory and ice times depending on the topic -> Sometimes full equipment is not needed -> coach's decision • Coach can select from the teaching style clinic with more discussion among the group or team training with more focus on training
Too many absent people	<ul style="list-style-type: none"> • Club coaching causes time management issues -> Early team practices -> long distances • If student's do not participate, there are no consequences • With lacking motivational clinics (not enough considered value) people make excuses 	<ul style="list-style-type: none"> • Ice clinic day -> Two ice clinics on the same day would help balancing with club coaching and school • Absence only with good reason • If club coaching timetable is the issue -> co-operation with school and the club to ensure participation or follow-up • Better usage of secondary school camps as ice clinics (team training) • Creating "weekly" topics (tactics, skills, periodization etc.) to implement theoretical teaching to clinics
Lacking expert teacher	<ul style="list-style-type: none"> • How can the students take more part to make clinics better when expert teacher is unavailable? 	<ul style="list-style-type: none"> • Structured feedback questions beforehand • More discussions on and off the ice • Separate feedback groups with tasks to focus on • One or two students responsible of the feedback session (this could be used always to practice feedback skills)

From the beginning of the autumn semester 2020 a new teacher joined the program to be responsible for the second-year strength and conditioning clinics and ice hockey clinics. Together in the responsible group we started the process to improve clinics systematically by testing new rules and ideas and gathering constant feedback from the students.

4.1 Student experiences from the clinic process

To be able to evaluate learning and engagement of the students during the clinics, the first thing was to set-up a feedback process, where every student is obligated to fill out a feedback questionnaire about the clinic, they participated in. We connected the feedback to be the measurement of a student's presence in the clinics to get a lot of replies. The feedback is gathered into one report that is visible to all the teachers involved with the program.

The feedback form has questions for the basic information (when the feedback was given, who gave the feedback, when was the clinic, who was responsible, when was the clinic, and what was the clinic type) and questions to evaluate the learning experience of the clinic. The learning experience is measured with the 11-point Likert scale with the question "How well did the clinic support your learning?" where 0 is "not at all" and 10 is "extremely well". In addition to this there is an open question "What were the main ideas you learned from the theory and practical setting". The idea of the feedback is not to gather scientific proof of the learning, but to give the student perspective of the learning experience to the teachers and to support the development of the process.

After making major changes to the strength and conditioning and ice hockey clinic process from the start of the spring 2021 semester, the questionnaire was also modified to support the changes, the other student was added to the student responsible section and the last open question was modified to "Open comments about the clinic". The main question "How well did the clinic support your learning?" is there to create comparison between the clinics held in autumn semester and those held in spring 2021 semester. The Covid-19 pandemic unfortunately had influence on the program also during the spring 2021 causing that some of the clinics have been modified to remote studies, and that effects on the results.

At the end of autumn semester, I collected another extra feedback from the students about ice hockey and other sports clinics. That questionnaire was similar to the one about

ice hockey in December 2019. With that the intention was to gather some open feedback from the modifications to the clinics and student ideas about what they like and what they want to add to the clinics.

The changes made to clinics for the spring semester 2021 were based on teacher observations, student feedback and theories on how to support learning in a practical environment.

5 Pedagogical script and timeline

In the curriculum starting fall 2021 students have two courses of strength and conditioning, 5 ECTS each, which are delivered in the first two intensive study years. The first academic year course is *Coaching practice 1* and second academic year course is *Advanced coaching practice 1*. In both cases the course starts in the autumn semester and finishes in the spring, so they happen weekly for the whole academic year. One weekly event in the course is called a *clinic*. One clinic consists of planning, one teaching session, one training session, reflection session and reflective practice. Every student will be responsible for 2-3 clinics in an academic year, cooperating with a partner from the same class.

5.1 Pedagogical approach

Sports coaches learn by acquiring new information and through social interaction. In coach education this can be done with ways that include interaction among peers, giving opportunities to reflect and discuss ideas in a collaborative way and through formal workshops and clinics. (Van Woezik 2021)

Main pedagogical idea of the courses is to deliver new knowledge to the students by creating simulated learning tasks, conducted from strength and conditioning training, where students are applying theoretical findings to practice. In the process students teach and coach their peers on a given theme in a safe environment. Students also reflect their learning and development in both intrapersonal and interpersonal levels.

The problem-solving tasks and learning with discovering new approaches to support learning is following Kolb's experiential learning cycle, where existing experiences or new experiences are reflected by the student, then analysed to create conclusions to plan the testing concepts in future experiences, in other words test those concepts in a working-life coaching environment. (Kolb, 1984)

5.2 Learning outcomes to support the learning process

Learning outcomes describe the learner's knowledge and capabilities after completion of the learning process. The learning outcomes in this case are created to guide the learning process towards wanted competence and to create a solid base for assessing the competence. (Bachmann 2018, 44-46)

The learning outcomes for the Coaching practice 1 and Advanced coaching practice 1 are processed and created together with Mika Vähälummukka and Mika Saarinen who are the two Haaga-Helia UAS senior lecturers responsible for these two courses. Other specialists working with the program also delivered their input on the learning outcomes. For both courses there are two different kinds of learning outcomes, for the whole course and for the single session.

Learning outcomes for the Coaching practice 1:

- Student is able to plan, implement and evaluate effective evidence-based strength and conditioning training sessions
- Student is able to develop an understanding of the theoretical and practical underpinnings of delivering strength and conditioning sessions and apply this knowledge by leading and supporting practical situations with athletes
- Student is able to plan, implement and evaluate effective evidence-based athlete assessment and testing sessions
- Student is able to develop an understanding of performance assessment theory/knowledge and apply this knowledge practically to the analysis of athletic performance in practical situations with athletes
- Student is able to demonstrate the ability to work and coach collaboratively

Learning outcomes for the Advanced coaching practice 1:

- The student develops an advanced knowledge of concepts within strength and conditioning and athlete assessment.
- The student promotes critical evaluation of current research topics/trends and training methods and further refine and develop coaching practice.
- Student is able to plan, implement and evaluate effective evidence-based athlete assessment and testing sessions
- Student is able to develop an understanding of performance assessment theory/knowledge and apply this knowledge practically to the analysis of athletic performance in practical situations with athletes
- Student is able to demonstrate the ability to work and coach collaboratively

5.3 Evaluation and assessment

In 2015 Happonen and Lehtola defined that demonstrating competency consist of formal, practical, and metacognitive competencies. Formal competency is concepts and models,

which can be acquired for example with reading and listening, practical competency is knowledge that has been acquired through actions and experiences and metacognitive competency is ability to control and regulate one's own actions to be able to complete a task (Happo 2015).

In these courses, students need to combine formal knowledge and practical competencies. To show formal competence students need to be able to demonstrate deeper understanding of the phenomenon used to justify the theme context and learning process in their plan and be able to apply the formal competency in practical situations.

Students need to integrate the use of formal knowledge to practical competencies through justifications of used knowledge and reflection on action. This is done when students plan and facilitate the sessions using multiple methods in teaching, like collaboration, lecturing and group working (Happo 2015). When the students advance on the practical session, they demonstrate their coaching competence in the theme context by organizing suitable and challenging practices using effective pedagogy and methodology to promote learning the final stage of evaluation is that the coaches conduct reflective practice with personal evaluation and reflecting on the process of learning and professional development (Lara-Bercial et al 2017).

All of these aspects are recognized in evaluation for grading with assessing the students on a two-session clinic with five different methods (figure 3. Black intermittent lines):

1. Assessing the teaching and training plan and it's justifications (formal). This evaluation is executed by the teacher who is responsible for the formal context of the learning process. Currently the teacher is the same with Coaching practice 1 and Advanced coaching practice 1. That gives the teacher a good perspective to support individual students in the metacognitive development in the long-term.

2. Assessing students' competence in the teaching session through assessment sheets (formal + practical + metacognitive) and 3. Assessing students' competence in simulated practical coaching sessions (formal + practical + metacognitive). These assessments are executed by the teacher, who is responsible for the practical facilitation of the sessions. Both courses have a different teacher, because they are facilitated at the same time, so it is important that the teachers share their observations of the process on a regular basis.

4. Peer evaluation and feedback from the participating students after the session (practical + metacognitive). After the two sessions participating students answer a feedback questionnaire, where they can grade the sessions and give open feedback to the students facilitating the clinics. The idea is to receive student perspective to monitor the student outcome and experience and to give the facilitating students peer-feedback to support the reflection.

5. Evaluating students' reflection of their learning after the session (metacognitive). At the end of the process the students responsible for the clinic facilitation write their own individual reflective reports to support their personal and professional growth. In this the students should use all of the information gathered from the instructor's feedback and peer reflection discussion and peer-feedback. This reflection is also used as support in the programme's personal and professional growth process.

Parts 1-4 of the assessment process are part of the weighted average grade (0-5) that students receive from the clinic hosted. Both students responsible receive the same grade if there is no evidence in the reflections and feedback sessions to suggest that the workload during the process between the students responsible for the session has been significantly different.

5.4. Learning themes

Strength and conditioning teaching topics for the sessions are selected by the teachers who are responsible for the courses. Topic selection is based on the progressive idea of building a foundation of knowledge and its applications in athlete strength and conditioning, training methods and physical testing to students in the first academic year and advancing to more challenging and tasks that focus on training applications in different development stages and physical qualities in the second academic year. The second-year topics are themed based on the Youth physical development model (YPD) which was introduced by Rhodri S. Lloyd and John L. Oliver in the NSCA Strength and conditioning journal 2012. The YPD model defines guidelines on strength and conditioning training themes for athletic development based on physical development stages from childhood to adult. The YPD model emphasises the training of different physical attributes in the development depending on the athlete's maturational status and age. (Lloyd 2012). Second year topics give students more autonomy to approach the formal and practical execution of the clinics than first year due to the more authentic problem-solving nature of the tasks.

In addition to the themed clinic activities, there are few extra events during the academic year, where some additional knowledge around the theme of strength and conditioning is implemented into the learning process. These events are dynamic in their nature, so they are planned separately every year. They can be for example additional external courses, seminars or other learning activities.

Teachers guide the students towards the formal theories that support the learning themes depending on the theme and the competencies acquired by the student.

The learning themes of these courses are under evaluation yearly by the staff members to ensure the newest knowledge foundation in the formal competencies.

5.5 Structure of the “Monday” session

The first session is called the “Monday” session, because it usually occurs on Mondays. Objective for the Monday sessions is to learn about scientific phenomenon in strength and conditioning training and build on how to transfer that formal knowledge into practical application of training context related to the theme.

The session has guidelines for structure on which the students leading the session will base their plan. The structure can change if the leading students have justified the structural change based on the theme, learning methods or if there is an issue with the infrastructure or resources available. Structure guidelines are given so that all parts of the planned learning activities for the course will take place and because experience from the past clinics show that with too much freedom, the clinics might end up being too long in time.

In the ideal structure the session will start with presenting the theme, learning objectives and the theoretical frameworks on the theme; what, why and how? After that the clinic continues with collaborative learning activities. Leading students have planned and decided on the pedagogical approach to the learning activities. The learning activities should lead to supporting the learning objectives. At the end of the Monday session there should be a reflective discussion about the theme, which works as checking for learning and how were the learning objectives achieved. Also, it gives the instructors time to intervene in the process and check if there is a need to correct or add some information.

5.6 Structure of the “Wednesday” session

The second session, “Wednesday” session, consists of two sessions. First one is a training session for the theme and after that a reflection session about the learning process of the theme.

Training session

The training session is built on to the theme by the leading students. In that session they are coaching participating peers, who are in the role of athletes. The objective is that the coaches take the theoretical knowledge into practical application of strength and conditioning training. They will facilitate a simulated training session with the given theme to demonstrate the transition of the theoretical phenomenon to training and also demonstrate their competency as coaches.

Reflection session

In the reflection session at the end of the process, the students are given some time in groups to think about their learning experience. To support the reflective thinking, they are given reflection sheets (attachment) which have questions to support the reflection. Questions are conducted from the 5 R model of reflective thinking, where the R’s stand for Reporting, Responding, Relating, Reasoning and reconstructing. The aim is to help students to build on their experience from reporting what happened, eventually to the last phase on reconstructing the future actions related to the experience. With these supporting questions students can practice on deepening the reflection with their feelings on the matter and link their previous knowledge and experiences with the new knowledge and experience. (Bain, 2002)

After the participating students and leading students summarize their experience, all the participants discuss the learning process, theme, observations and give feedback to their peers.

The reflection process is progressive (Figure 2) in these two courses, where the first-year students start from the first steps of the reflection, in time they advance more and more towards building a picture of their competency in relation to their learning experience. The aim of this is to deepen the thinking and guide the students out from just giving meaningless or corrective feedback to realizing their own learning and future needs to build competencies in strength and conditioning training. This process also serves the

other reflective needs of the curriculum, where reflection skills are highlighted as a major factor in the primary functions of the coach (Lara-Bercial et al 2017).



Figure 2. Reflection process

5.7 Feedback process

In this learning process the feedback discussions with the Teacher and students who are responsible for facilitating the clinic are needed to ensure the quality of the learning for all the students.

In the planning process the teacher guides the students to find relevant sources to justify their actions in the clinic planning and at the end approves the used theoretical approaches, pedagogical plan and training methods to be valid for the theme. This requires a lot of expertise from the teacher and research-oriented mind to keep up with the latest trends and science of strength & conditioning training.

After the Monday -session the leading students and the teacher will have a brief discussion about the session and the assessment made by the teacher. Based on that discussion, the students will know if they need to revisit the Wednesday training plan or advance with the original plan. The feedback discussion also serves as one foundation of information for the reflection session at the end.

When the whole practical process and reflection session is done, the teacher and the students leading the clinic will have one more feedback discussion about the Wednesday coaching assessment and the whole learning process and reflection session.

Students also receive open feedback and evaluation from their peers after the clinics. All the students fill out feedback forms with evaluation questions and open feedback to the students leading the clinics.

5.8. Reflective practice

To conclude the experiential learning cycle (Kolb, 1984) a reflective practice plays a big role in the clinic ideology of learning. When the students have completed the practical process of the clinics, they will use the information and ideas they gained from the experience, feedback from the teacher and from their peers, to conduct reflective practice. Both students will individually write a reflective practice -report.

Questions to support the reflective practice (PDP):

1. What happened in the sessions related to the session plan?
2. What new things did you learn during the process?
3. How will you utilize this experience in your coaching / work?
4. What are your next development steps to improve for the next session you are responsible for?

6 Process description of the single clinic

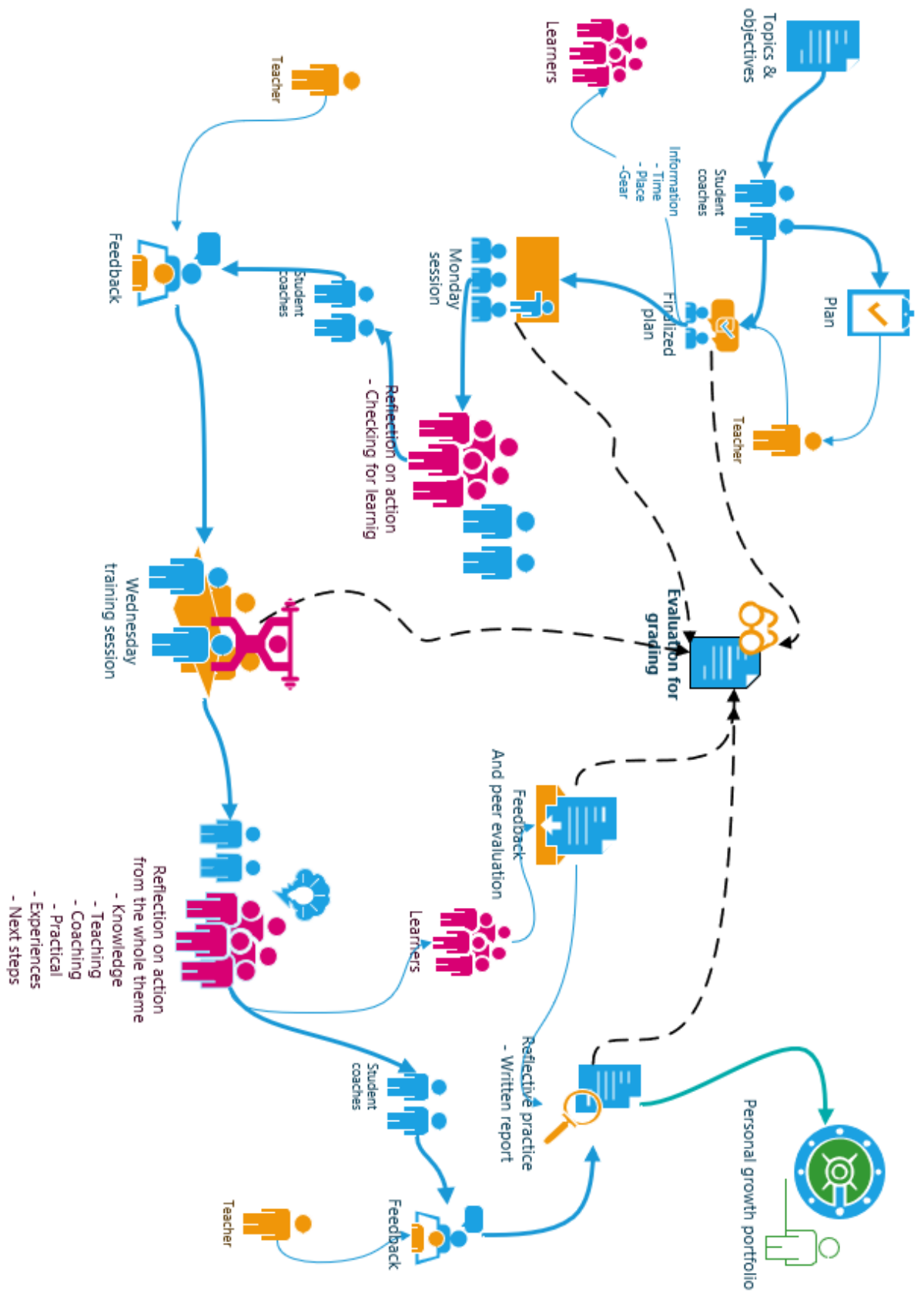


Figure 3. Strength and conditioning clinic process

1. Students selects the Theme for the clinic from the topic list
2. Students creates a teaching and training plan (Monday & Wednesday) and sends it to teacher 2 weeks before the clinic
3. Teacher gives feedback about the plans
4. Students make changes if needed and upload plans for grading
5. Students reserve necessary facilities
6. Students informs their peers about the clinic
7. Students facilitate the first session (Monday)
8. After the session students have reflection to support learning with the help of teacher if necessary
9. Students and teacher have a short feedback discussion
10. Teacher evaluates the clinic with the help of assessment form
11. Students will make changes into the plan if needed
12. Students facilitate the training session (Wednesday) as coaches for the peers who act as athletes
13. After the session the whole class have reflection session following the reflection process
14. All participating students (peers) will fill out feedback and peer evaluation form
15. Students have feedback discussion with the teacher
16. Teacher evaluates the training with the help of assessment form
17. Students responsible for the process will write a report on the clinic individually and return it for evaluation and to their personal growth portfolio
18. Teacher will give the final grade of the clinic

7 Reflection and further development needs

7.1 Personal reflection

Overall, the idea to give development responsibilities about the learning processes to students is a good way to improve the learning processes to serve the end users better. In this case all the first steps and ideas were coming from the students and the final product was created by reflecting on student experiences and student feedback.

During this development process I spent a lot of time on thinking and reading about different ways of learning and methods of increasing the role of reflecting the learning in this process. I also had many good discussions with the current instructors of the program, how they see effective learning and the clinic process. I participated in teaching with DP19 on their clinics during the whole academic year 2020-2021 to experience the strength and conditioning clinics myself from different roles. During the previous year I was a student in this same process. My aim was to build a process which is at the same time an effective learning process but engaging for the students and allows them to solve problems and be creative. The collaboration between the students and reflecting on learning is the "jam on top of the bread" in figure of speech.

Parts of new formal instructions and feedback processes for the clinics were introduced from the beginning of the autumn semester 2020 and during the 2020-2021 academic year, we started implementing these new ideas and practices of this model in the spring semester, right after the Christmas break. The first steps were dividing the clinics into Monday and Wednesday and adding two students to be part of this program. At the same time, we introduced the first version of the reflection sheet to be used after the Wednesday clinic. Quickly we realized that students mostly liked the new way of doing things and gave feedback that the reflection sheet was really giving some perspective on the feedback and reflection sessions after the clinics. From the instructor's perspective the observation was the same. Deeper discussions on the theme and deeper reflection of the learning. Sadly, because of covid-19 we were forced to do remote studies after the winter holiday, so we couldn't test the process further that year, but gladly from that time the feedback was promising.

As a conclusion, I am happy how the idea of this process has formed into an actual learning design process, where the current and future students of the programme can participate in this process as learners and with their feedback it can be developed even further in the future. I also want to thank all the instructors who have been supportive for

the development and shared their ideas and feedback to build this process. Mostly I'm pleased that the clinic-product created in this thesis process is in use and considered a valuable learning process to have.

7.2 Future development for the process

The process as it is presented here in this thesis is in use for the first year. It will need practice and experience from the instructors to be able to implement the ideas and reflection to be a constant part of the process, but with auditing on the development and constant observations and building practical habits it can be done successfully. It will require more attention from the instructor to the students in the planning and reflection, but at the same time the sessions can be educational for all the learners and learning outcomes can be achieved. The instructor's time and support the individual student requires on this process is not fixed and can vary a lot between the students. This can be a risk for the learning experience if instructors don't have enough time to support learners' individual learning needs. This risk can also be reduced if students start their clinic planning in good time before their sessions so there is more flexibility on the instructors' calendars to plan for the meetings to support the student.

One of the future developments, which had its start in the autumn semester 2021 is to utilize a platform to restore all the clinic session plans, schedule, facilities, and feedback. The program started to use Coach Tools -platform in cooperation with the company that has built the platform. That can ease the maintenance and increase knowledge exchange between the students in relation to use of Moodle -platform which is used in the Haaga-Helia UAS and the programme generally on most courses. Plans and personal reflections are still uploaded to the traditional Moodle -platform for evaluation purposes.

The question of using videos to support reflection, in the way that clinics are filmed by students who cannot participate in physical activities for some reason, is maybe one of the future applications in learning in this process. That process still needs further thinking but can give valuable perspective for the students to learn, and maybe increase the value in collecting a video bank of the training to be used for later purposes (studies, thesis, guides).

7.3 Source criticism

All the sources used in this thesis as the theoretical foundation are publicly available and found. The sources about pedagogical methods and approaches used in this thesis are

from the university development projects and published by the institutions. Book sources are commonly recognized in the field of education with founding theories on the learning and its applications. Other sources from the sports coaching world are either published articles or guidelines from the highly appraised institutions. Internet sources are institutions of education and international organizations. None of the sources used have any commercial bias to be presented in this thesis, not including the internet page of the commissioner of this thesis Haaga-Helia UAS.

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Appendices

Appendix 1 Competence Assessment for S&C clinics (Planning)

Competence Assessment for S&C coaching clinics

Student names:			
Assessor's name:			Date assessed:
Objectives for the session. Students...		Points	Comments
Monday session plan	Session plan included meaningful learning objectives for the session		
	Plan provided justification of learning methods for the session (DP2)		
	Plan presented a clear and timed structure for the learning session		
Monday presentation	Selected theoretical framework(s) supported the session theme	*	
	Presentation and teaching materials were correct in substance		
Wednesday Training session	Session plan included meaningful learning objectives for the session (what?)		
	Plan presented a clear and timed structure for the training session		
	Provided technically correct explanations of training activities and key points for the coaches to follow-up (how?)		
	Plan presents needed training variables and targets clearly (intensity, repetitions, loads)		
	Training plan included alternative actions for progression and regression for different level athletes		
	Training activities are justified in the plan (why?)		
Other	Plan included targets for the psychological factors relevant to the theme		

Appendix 2 Competence Assessment for S&C clinics (Monday)

Competence Assessment for S&C coaching clinics

Student names:		
Assessor's name:		Date assessed:

Objectives for the session. Students...		Points	Comments
Theory presentation	Introduced the topic and learning objectives clearly		
	Were able to choose and clearly explain the meaningful parts of the theories involved (what, why and how?)		
	Were able to discuss the and answer to questions from the peers		
	Were able to connect with the audience and present without reading from the materials		
Practical session	Provided opportunities for the active involvement of all participants throughout the session		
	Observed & analyzed participants performance and behavior, made decisions about any interventions to make		
	Provided technically correct explanations / demonstrations and meaningful feedback to the learners		
Teaching	Used effective learning methods and activities to develop participants learning and achieving the session goals		
	Communicated well and organized the session effectively		
	Students created a good learning environment to their peers		
Learning check	Checked the learning progress and achievements from the learners with using questions		
	Were enthusiastic about the theme and displayed positive attitude throughout the whole session		

Appendix 3 Competence Assessment for S&C clinics (Wednesday)

Competence Assessment for S&C coaching clinics

Student names:		
Assessor's name:		Date assessed:

Objectives for the session. Students...		Points	Comments
Preparation	Provided an evidence-based training-session plan that included meaningful session goals, justified training methods for the topic and clear structure for the training session		
Introduction	Introduced the training session goals clearly to the athletes and started to build the atmosphere		
	Were able to effectively and clearly summarize the previous session		
Training session	Were able to connect warmup to support the training session goals		
	Were able to organize the session effectively		
	Used effective learning methods and activities to develop athletes training and achieving the training session goals		
Coaching	Were able to follow the training session plan and adjust it if necessary		
	Communicated well and gave effective feedback to their athletes		
	Were able to create a good training environment to their athletes and were enthusiastic about the training and displayed positive attitude		
	Provided technically correct explanations / demonstrations suitable for the theme		
Reflection	Were able to reflect the session and learning progress using different levels of 5 R reflection model		
	Shared the workload and both contributed to the clinic as much effort		
Total points of the clinics:			Grading 0-2 points from each goal max. 50 points (0=goal not achieved, 1=achieved partially, 2= achieved well)

Appendix 4 Reflection support 1

Competence Assessment for S&C coaching clinics

Reflection support 1		Notes
Reporting	<p>What happened at the clinic?</p> <ul style="list-style-type: none"> - Objectives - training methods - learning methods - progression 	
Responding	<p>What kind of feelings the clinic gave to me?</p> <ul style="list-style-type: none"> - How was the atmosphere? - Personal feelings you had during the sessions? - What activated the feelings? - How did the coaches made you feel during the training? 	
Relating	<p>What things were new for me?</p> <ul style="list-style-type: none"> - What did I learn? - What was relevant to learn? - What questions about the theme I still have? 	

Appendix 5 Reflection support 2

Competence Assessment for S&C coaching clinics

Reflection support 2		Notes
Reporting	<p>What happened at the clinic? (Objectives, training methods, learning methods, progression etc.)</p>	
Responding	<p>What kind of feelings the clinic gave to me and why? (atmosphere, personal feelings)</p>	
Relating	<p>What things were new for me? (What did I learn?)</p>	
	<p>What was similar to my previous experience of the theme?</p> <ul style="list-style-type: none"> - Have you been working with the theme before? - What was the same, what was different? 	
Reasoning	<p>What were the key aspects of the session and why?</p> <ul style="list-style-type: none"> - What things made the session worthwhile to participate and why? 	
	<p>How would I use the knowledge in the future?</p> <ul style="list-style-type: none"> - Where and when can I use the things I learned in the future? 	
Reconstructing	<p>Would I do something differently?</p> <ul style="list-style-type: none"> - If I would do a similar session now, what would I change related to this experience to improve it? 	

Appendix 6 Reflection support 3

Competence Assessment for S&C coaching clinics

Reflection support 3		Notes
Reporting	<p>What happened at the clinic?</p> <p><i>(Objectives, training methods, learning methods, progression etc.)</i></p>	
Responding	<p>What kind of feelings the clinic gave to me and why?</p> <p><i>(atmosphere, personal feelings)</i></p>	
Relating	<p>What things were new for me?</p> <p><i>(What did I learn?)</i></p>	
	<p>What was similar to my previous experience of the theme?</p> <p><i>(Have you been working with the theme before? What was the same, what was different?)</i></p>	
Reasoning	<p>What were the key aspects of the session and why?</p> <p><i>(What things made the session worthwhile to participate and why?)</i></p>	
	<p>How would I use the knowledge in the future?</p> <ul style="list-style-type: none"> - <i>Where and when can I use the things I learned in the future?</i> 	
	<p>What do I still need to learn? How?</p> <ul style="list-style-type: none"> - <i>What things are still unclear or what I feel that I am not competent with yet?)</i> 	
Reconstructing	<p>Would I do something differently?</p> <ul style="list-style-type: none"> - <i>If I would do a similar session now, what would I change related to this experience to improve it?</i> 	
	<p>What are my next steps to improve on the theme?</p> <ul style="list-style-type: none"> - <i>How will I bring this content to my actual working environment?</i> - <i>What do I still need to learn about the theme?</i> - <i>What are my next steps?</i> 	

Appendix 7 Study guide Advanced coaching practice 1

Coaching Practice 1, 5 cr - COA1SD505

Upcoming implementations

No upcoming implementations yet.

Current implementations

[Coaching Practice 1 COA1SD505-3001 23.08.2021-15.05.2022 5 op \(CONTACT, ...\)](#)



Past implementations

No past implementations yet.

Learning objectives

After having completed this course of attained an equivalent competence level, the student:

- Knows how to plan, implement and evaluate effective evidence-based strength and conditioning training sessions.
- Develop an understanding of the theoretical and practical underpinnings of delivering strength and conditioning sessions and apply this knowledge by leading and supporting practical situations with athletes.
- Knows how to plan, implement and evaluate effective evidence-based athlete assessment and testing sessions.
- Develop an understanding of performance assessment theory/knowledge and apply this knowledge practically to the analysis of athletic performance in practical situations with athletes.
- Demonstrate the ability to work and coach collaboratively.

Assessment criteria

Assessment criteria - grade 1

The student is able to:

Plan, implement and evaluate an evidence-based strength and conditioning or testing sessions. Work and coach collaboratively.

Assessment criteria - grade 3

The student is able to:

Plan, implement and evaluate an evidence-based strength and conditioning or testing sessions. Apply appropriate means and methods to achieve desired training effects. Work and coach collaboratively with others. Create an effective learning environment.

Assessment criteria - grade 5

The student is able to:

Plan, implement and evaluate an evidence-based strength and conditioning or testing sessions. Critically analyze and justify the means, methods and effectiveness of the training. Work and coach effectively with others. Create an effective learning environment using variety of methods.

Appendix 8 Study guide Advanced coaching practice 1

Advanced Coaching Practise 1, 5 cr - COA2SD505

Upcoming implementations

No upcoming implementations yet.

Current implementations

No ongoing implementations yet.

Past implementations

No past implementations yet.

Learning objectives

After having completed this course of attained an equivalent competence level, the student:

Develops an advanced knowledge of concepts within strength and conditioning and athlete assessment. Promote critical evaluation of current research topics/trends and training methods and further refine and develop coaching practice.

Assessment criteria

Assessment criteria - grade 1

The student is able to:

Plan, implement and evaluate an evidence-based strength and conditioning or testing session. Work and coach collaboratively. Reflect their own actions as a coach and relate between past experiences, skills, knowledge and understanding of the situation.

Assessment criteria - grade 3

The student is able to:

Plan, implement and evaluate an evidence-based strength and conditioning or testing session. Apply appropriate means and methods to achieve desired training effects. Work and coach collaboratively with others. Create an effective learning environment. Reflect their own actions as a coach and explore and explain the experience with significant factors within the situation and how they are important to understanding what happened.

Assessment criteria - grade 5

The student is able to:

Plan, implement and evaluate an evidence-based strength and conditioning or testing session. Critically analyze and justify the means, methods and effectiveness of the training. Work and coach effectively with others. Create an effective learning environment using variety of methods. Reflect their coaching by reframing or reconstructing future practice with deeper understanding, summary of the learning and justified action plan.